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ABSTRACT

The described inservice teacher education materials are designed for the use of elementary and secondary school teachers who wish to build skills in the decision-making related to the issue of special placement of mentally handicapped students. An outline is given of the contents of the materials used as well as a description of activities and resources involved. Ordering information for the materials is provided, and a critique of the product is included. (JD)

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# DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

## SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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**Title:** SPECIAL EDUCATION PLACEMENT: ISSUES AND ALTERNATIVES

**Publication Date(s):** Copyright 1973

**Intended Users:** Preservice and inservice teachers, administrators and special educators interested in techniques of placing handicapped learners in special education programs

**Grade Level(s):** Elementary, middle, secondary school

**Number:** Individuals or groups (3-10 or classroom size)

**Primary Focus:** The primary focus of the product is to increase users' understanding of the problems inherent in placing handicapped learners in special education classes. The product intends to help build users' skills in the decision-making related to the issue of special placement and it provides information on the educational and legal aspects of special grouping.

***School subject(s) and/or inservice topic(s) covered:***

The product discusses many issues related to the general topic of special education. Emphasis is put on the placement of handicapped learners into special education programs.

***What participant does in using the materials:***

First the learners are presented with a simulated confrontation utilizing a 16mm film. Then, as outlined by the flow chart, the learners are guided through a search and planning system in order to develop greater insight with regard to the problems presented in the film. As the learners complete the tasks outlined in the manual, they are directed to a variety of resources. The participant is supposed to contact people and read further on the subject. In group discussion meetings, users are given workbooks and tasks for the attainment of objectives.

***Resources:***

The 120-page workbook outlines in detail each objective for each chapter. Tasks to perform, papers to be filled out and given to the instructor (i.e., true/false tests), along with attainment sheets and progress charts are provided. Reference lists are also included. A 16mm film (18 minutes) initiates the program; the script for the movie is included with the book. A qualified instructor is needed. A room big enough for group screening, as well as audiovisual equipment are also needed.

***Describer critique:***

This is an interesting product that strives to be, and is, provocative. A participant would certainly learn a great deal, from the movie and the workbook, about what the issues are. However, a well qualified, stimulating instructor could greatly enhance the participant's understanding of the issues. The movie is not technically excellent, but the content is very interesting. An instructor's manual, not provided, would be a helpful addition to the product.

SE38 (ASG) evaluation - (ASG) behavior/learning - learning disability - mental retardation - emotionally disturbed - least restrictive alternative - (CM) parental involvement TD

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# 1.0 PURPOSES:

Rationale

According to the developer, "This instructional material has been designed to acquaint the student with some of the more important issues related to working with handicapped children in the public schools. A heavy emphasis has been placed on issues attendant to the decision to place youngsters in special education classes."

Goals

The basic goal of the program is to raise important issues in regard to the education of handicapped children, and to help the participant make rational decisions in regard to these issues.

Objectives

There are 35 objectives specifically detailed in the workbook. They include: awareness of the differences between individualized instruction and individualized attention; familiarity with the use of diagnostic information; understanding of the emotional aspects of placing a child into a special program; the preparation of a legal brief for a court hearing on placement.

## 2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The product components include a 16mm film (18 minutes long) "Special Education Placement", a 120-page paperback book, titled Special Education Placement: Issues and Alternatives: A Decisions System Module.

Contents

(Each chapter is one page long--plus tasks and attainment sheets.)

Chapter 1. A Conflict in Placement
Chapter 2. Your Personal Biases
Chapter 3. Who Are the Mildly Handicapped?
Chapter 4. Behavioral Characteristics of the Mildly Handicapped
Chapter 5. Formal and Informal Assessment
Chapter 6. Instructional Strategies
Chapter 7. Individualizing
Chapter 8. Placement in Special Education
Chapter 9. Special Education Delivery Systems
Chapter 10. Resolving Staff Conflicts
Chapter 11. Due Process
Chapter 12. Parent Involvement in the Placement Decision
Chapter 13. What's Learning Disability?
Chapter 14. What is Mental Retardation?
Chapter 15. Who Are the Emotionally Disturbed?
Chapter 16. Labeling and Categorizing
Chapter 17. Least Restrictive Environment and Annual Review
Chapter 18. Pupil Placement Team
Chapter 19. Intelligence Tests
Chapter 20. Sources of Test Biases
Chapter 21. Diagnostic Evaluation
Chapter 22. Observing and Recording Behavior
Chapter 23. Referral, Evaluation and Programming
Chapter 24. Accountability and Finance
Chapter 25. Services for Parents
Chapter 26. Cultural Diversity
Chapter 27. Promotion, Retention and Achievement
Chapter 28. Public Opinion of Special Education
Chapger 29. Socialization and Peer Interaction
Chapter 30. Teacher Competencies
Chapter 31. State Statutes
Chapter 32. Litigation
Chapter 33. Effects of Litigation
Chapter 34. Advocacy
Chapter 35. Moot Court Case

Sequence

Each of the 35 objectives has two projects or tasks accompanying it. The instructor may assign certain tasks, or the participants (with or without the instructor) may choose which tasks and which objectives best suit their own purposes and needs.

## 3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

### 3.1 Description of main *in*service activities:

The developer provides the following activities structure: "First the learners are presented with a simulated confrontation utilizing a 16mm film. Then, as outlined by the flow chart, the learners are guided through a 'search and planning' system to develop greater insight with regard to the problems presented in the film. As the learners complete the tasks outlined in the manual, they are directed to a variety of resources."

The participant is also supposed to contact people and read further on the subject. The group meets together for discussion after viewing the film. The participants are given a workbook composed of chapters for each of 35 objectives, tasks for the objectives and attainment sheets for each objective. As soon as the tasks are completed the attainment sheet is given to the instructor--who monitors each participant's progress. It is suggested that a final test with a monitor be given to the participants.

### 3.2 Help given in use of product:

The 120-page workbook outlines in detail each objective for each chapter. Tasks to perform, papers to be filled out (such as true/false tests) are given to the instructor, attainment sheets and progress charts are all provided. Reference lists are also included in this book, as is the script of the movie.

There is no separate instructor's manual. The instructor should be well-trained as a teacher in the field of special education.

## 4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each chapter has tasks to be performed. The papers are then given to the instructor for review. It is recommended that there also be a final test.

## 5.0 ORDERING INFORMATION

### 5.1 Resources required/recommended for implementing product:

The 18-minute film is a necessary component. Each participant must have a workbook. It will be determined by the instructor whether or not the entire group is assigned specific tasks for each period or if the participants do the tasks on an individual basis. Therefore, the time for completion will vary. A screening room is essential. An instructor, well qualified, and willing to devote a great deal of time to checking on the participant's progress, is necessary. It would only be practical to show the film to a group, although the workbook could be done on an individual basis.

A 16mm film projector and a screen are necessary.

### 5.2 Distributor name/address:

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

(703) 620-3660

### 5.3 Components/approximate costs:

| Component | Purchase | Rental | No. Req. | Reusable |
|---|---|---|---|---|
| SPECIAL EDUCATION PLACEMENT: ISSUES AND ALTERNATIVES includes 16mm film, "Special Education Placement" | $125 | | one | yes |
| book, Special Education Placement: Issues and Alternatives | one copy free; $7.00 per copy $5.00 per copy if more than 10 copies are ordered | | 1/participant | no |

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# 6.0 HISTORY OF DEVELOPMENT

## 6.1 Identification of the developer:

The product was developed by the Special Education Program staff, of the University of Connecticut, Storrs, Connecticut. The key staff included John F. Cawley, PhD, William L. Korba, PhD, A.J. Pappanikou, EdD.

## 6.2 How developed and when:

The module was developed at the University of Connecticut as part of a federally funded project, under the auspices of the U.S. Office of Education, Department of Health, Education and Welfare. The material is based on the author's research and knowledge and it was field tested before publication of the final material.

## 6.3 Evidence of effectiveness with users:

The project staff provided no results of field testing conducted with the product.

# DESCRIBER CRITIQUE

## Appropriateness / adaptability / technical quality:

This product seems to be appropriate in meeting the needs of both acquainting the participant with the problems involved with placement of special learners and in giving guidelines for making decisions. The movie is highly adaptable for any group interested or playing a role in the placement of special learners. PTA's might also find the movie informative. The workbook is not adaptable to a variety of groups, as the issues and tasks are quite specific.

The movie is in black and white. The actors are clearly role-playing (as opposed to being professional actors and actresses). However, this fact makes the movie more realistic. The workbook is written in a very clear manner and is easy to read.

## Content accuracy/social fairness/community acceptance issues:

This movie deals with a very difficult and controversial subject. Many sides of the issue are presented, including the legal aspects of special placement. Clearly, the intent of the product is to deal with a controversial subject.

Some people may be disturbed by the use of the word "damn" by two of the actors.

## Overall summary/comment:

This is an interesting product that strives to be, and is, provocative. A participant would certainly learn a great deal from the movie and the workbook about what the issues are. However, a well-qualified, stimulating instructor could greatly enhance the delivery of the material and could assist in cultivating the decision-making skills of the participant. The movie is not technically excellent but it is very interesting as far as content is concerned.